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AUTHOR Gold, Ben K.
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ABSTRACT

As a means of evaluating its nursing curriculum, the Los Angeles Community College District conducted a follow-up survey of 111 nursing graduates: 33 White graduates of Los Angeles Pierce College; 17 Black graduates of Los Angeles Southwest College; 27 Hispanic graduates of East Los Angeles College; 19 Asian/Pacific Islander graduates of Los Angeles City Colleges; and a multi-ethnic group of 15 graduates from Los Angeles Valley College. The survey instrument solicited information concerning: (1) the usefulness and students' use of tutoring, the value of repetition of course content, and the adequacy of instruction in each specialized area of nursing; (2) the value of various educational experiences in preparing students to take the State Board examinations; (3) the perceived strengths or weaknesses of the college program with respect to a variety of clinical experiences, hospital training, and review courses; and (4) personal information, such as age, year of graduation, continuing education activities, and number of hours working while in school. Selected findings reveal that 65% of the respondents worked while in college and that approximately 20% had used college tutoring services. The graduates felt that more clinical experience should have been provided and that they were least prepared for the psychiatric nursing component of the board examination. The study report tabulates findings by college. (JP)

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LOS ANGELES CITY COLLEGE

"SUMMARY OF RESPONSES TO FOLLOW-UP QUESTIONNAIRE SENT TO NURSING GRADUATES IN FIVE LACCD COLLEGES

Research Study #81-7

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Ben K. Gold
Research Office
May 1981

JC 810 388

PURPOSE OF THE STUDY

In conjunction with a project, "Health Occupations In-Service Education", directed by Linda Friedrich of the LACC Nursing Faculty, the Research Office was asked to assist in the development and analysis of a questionnaire to be sent to recent Nursing graduates of five District colleges, each college sample to consist of a specific ethnic group. The purpose of the project was "to examine the relevance of current educational curriculum and practices to industry demands". This study analyzes the responses to the questionnaire sent to the graduates.

PROCEDURE OF THE STUDY

The questionnaire was designed to provide information concerning:

(1) Current specialty practices in each field of expertise

(2) The relevancy of the educational preparation as it relates to on-the-job demands.

(3) Perceived strengths and weaknesses of the specific college educational program.

The instrument was to be mailed by each of the five colleges to thirty recent graduates. Completed questionnaires were furnished to the LACC Research Office and analyzed as indicated in the following section.

FINDINGS

The following Table 1 shows the participating colleges, the ethnic group targeted, and the number of completed questionnaires received.

TABLE 1 - Distribution of Responses

College	Ethnic Group	No. Responding
(P) Pierce	Anglo	33
(S) Southwest	Black	17
(V) Valley	Multi-ethnic	15
(E) East L.A.	Hispanic	27
(C) LACC	Asian/Pacific	19
	(T) Total	111

The following tables summarize responses of each of these five groups (and the total) to the questions asked.

TABLE 2 - Number of hours per week worked for pay while a student

No. of hours	P	S	V	E	C	Total
0	12	10	7	6	4	39
1-5	0	0	0	0	0	0
6-10	3	1	1	4	3	12
11-15	1	0	0	0	0	1
16-20	8	0	2	6	6	22
21-25	0	0	4	0	4	8
26-30	0	2	0	8	0	10
31-35	0	1	1	0	1	3
36-40	9	3	0	3	1	16
over 40	0	0	0	0	0	0
Total	33	17	15	27	19	111
Median No. Hrs.	16	0	6	18	18	17
% Working	64	41	53	78	79	65

TABLE 3 - The clinical experience in your R.N. program covered;

		P	S	V	E	C	Total
1. not enough different experiences	(0)	3	4	6	19	8	40
2. enough different experiences	(1)	29	13	9	8	11	70
3. too many different experiences	(2)	0	0	0	0	0	0
Total		32	17	15	27	19	110
Mean		0.9	0.8	0.6	0.3	0.6	0.6

TABLE 4 - The clinical experience in your R.N. program included:

		P	S	V	E	C	Total
1. not enough time at the hospital	(0)	14	5	8	16	16	59
2. enough time at the hospital	(1)	19	10	7	11	3	50
3. too much time at the hospital	(2)	0	1	0	0	0	1
Total		33	16	15	27	19	110
Mean		0.6	0.8	0.5	0.4	0.2	0.5

TABLE 5 - If you took a State Board review course, where and from whom did you take it?

	P	S	V	E	C	Total
USC	1	0	8	1	3	13
CSU	3	1	0	7	0	11
ELAC	0	0	0	6	0	6
LASW	0	3	0	2	0	5
LACC	0	0	0	0	4	4
Long Beach	1	0	1	1	1	4

Continued

TABLE 5 - Continued

	P	S	V	E	C	Total
Pasadena	0	2	1	0	0	3
Black Nursing	0	2	0	1	0	3
NBR	0	1	0	0	0	1
Mini Mock	0	1	0	0	0	1
Individual Name	0	0	0	0	7	7
Total	5	10	10	18	15	58
% taking course	15	59	67	67	79	52

TABLE 6 - If you studied in a group for the State Boards, was there a leader in the group?

	P	S	V	E	C	Total
yes	2	4	2	9	1	18
no	16	0	5	7	1	29
did not study in group	15	13	8	11	17	64
Total	33	17	15	27	19	111

TABLE 7 - If you studied in a group for your classwork, was there a leader in the group?

	P	S	V	E	C	Total
yes	5	6	1	9	3	24
no	17	2	7	7	5	38
did not study in group	11	9	7	10	11	48
Total	33	17	15	26	19	110

TABLE 8 - Of the following areas in which you used tutoring, how much did the tutoring help?

	P	S	V	E	C	Total
(a) Medical-Surgical Nursing						
helped a lot	0	3	5	4	0	12
helped a little	0	1	2	4	2	9
did not help	0	0	0	0	2	2
hurt	0	0	0	0	0	0
Total	0	4	7	8	4	23
% used tutoring	0	24	47	30	21	21

TABLE 8 - Continued

	P	S	V	E	C	Total
(b) Obstetrical Nursing						
helped a lot	0	4	2	3	0	9
helped a little	0	0	2	4	2	8
did not help	0	0	1	0	2	3
hurt	0	0	0	0	0	0
Total	0	4	5	7	4	20
% used tutoring	0	24	33	26	21	18
(c) Pediatric Nursing						
helped a lot	0	4	4	2	0	10
helped a little	0	0	1	2	2	5
did not help	0	0	0	1	2	3
hurt	0	0	0	0	0	0
Total	0	4	5	5	4	18
% used tutoring	0	24	33	19	21	16
(d) Psychiatric Nursing						
helped a lot	0	4	1	4	0	9
helped a little	0	1	1	5	2	9
did not help	0	0	2	0	2	4
hurt	0	0	0	0	0	0
Total	0	5	4	9	4	22
% used tutoring	0	29	27	33	21	20
(e) Reading						
helped a lot	0	3	1	2	0	6
helped a little	0	0	1	1	1	3
did not help	0	0	1	1	3	5
hurt	0	0	0	0	0	0
Total	0	3	3	4	4	14
% used tutoring	0	18	20	15	21	13
(f) Mathematics						
helped a lot	0	5	4	5	1	15
helped a little	0	1	2	2	1	6
did not help	0	0	0	0	2	2
hurt	0	0	0	0	0	0
Total	0	6	6	7	4	23
% used tutoring	0	35	40	26	21	21

TABLE 8 - Continued

	P	S	V	E	C	Total
(g) Microbiology						
helped a lot	0	2	0	3	0	5
helped a little	0	1	2	1	1	5
did not help	0	0	1	2	3	6
hurt	0	0	0	0	0	0
Total	0	3	3	6	4	16
% used tutoring	0	18	20	22	21	14
(h) Zoology, Anatomy Physiology						
helped a lot	0	2	0	4	0	6
helped a little	1	1	2	0	1	5
did not help	0	0	1	2	3	6
hurt	0	0	0	0	0	0
Total	1	3	3	6	4	17
% used tutoring	0	18	20	22	21	15

TABLE 9 - Sometimes, information on a topic is repeated in more than one class. For any areas where there was repetition of subject matter from one class to another, please indicate whether such repetition was necessary or unnecessary.

	P	S	V	E	C	Total
(a) Medical-Surgical Nursing						
repetition necessary	23	16	13	16	18	86
repetition unnecessary	1	0	0	2	0	3
no repetition	4	0	2	3	0	9
Total	28	16	15	21	18	98
(b) Obstetrical Nursing						
repetition necessary	11	11	9	7	9	47
repetition unnecessary	1	1	2	3	0	7
no repetition	16	0	3	7	9	35
Total	28	12	14	17	18	89
(c) Pediatric Nursing						
repetition necessary	15	11	10	11	14	61
repetition unnecessary	1	1	2	1	0	5
no repetition	13	0	1	7	4	25
Total	29	12	13	19	18	91

TABLE 9 - Continued

		P	S	V	E	C	Total
(d)	Psychiatric Nursing						
	repetition necessary	11	13	9	12	14	59
	repetition unnecessary	2	0	2	2	0	6
	no repetition	13	0	4	4	4	25
	Total	26	13	15	18	18	90

TABLE 10 - With respect to the State Board examinations, please indicate the usefulness of each type of learning experience.

			P	S	V	E	C	Total
(a)	Audio-Visual Presentations							
	very useful	(2)	4	11	4	7	3	29
	useful	(1)	22	3	10	12	14	61
	not useful	(0)	5	3	1	3	1	13
		Total	31	17	15	22	18	103
		Mean	1.0	1.5	1.2	1.2	1.1	1.2
(b)	Classroom Lecture & Discussion							
	very useful	(2)	26	13	10	17	15	81
	useful	(1)	7	4	3	8	4	26
	not useful	(0)	0	0	2	0	0	2
		Total	33	17	15	25	19	109
		Mean	1.8	1.8	1.5	1.7	1.8	1.7
(c)	Demonstrations							
	very useful	(2)	13	12	12	12	12	61
	useful	(1)	18	3	2	12	6	41
	not useful	(0)	1	2	1	0	1	5
		Total	32	17	15	24	19	107
		Mean	1.4	1.6	1.7	1.5	1.6	1.5
(d)	Field Trips							
	very useful	(2)	3	4	1	2	2	12
	useful	(1)	9	6	7	11	8	41
	not useful	(0)	15	4	5	9	6	39
		Total	27	14	13	22	16	92
		Mean	0.6	1.0	0.7	0.7	0.8	0.7

TABLE 10 - Continued

			P	S	V	E	C	Total
(e)	Professional Journals							
	very useful	(2)	9	10	1	4	3	27
	useful	(1)	20	7	13	14	11	65
	not useful	(0)	4	0	1	5	4	14
		Total	33	17	15	23	18	106
		Mean	1.2	1.6	1.0	1.0	0.9	1.1
(f)	Review of Classroom Notes							
	very useful	(2)	24	13	9	11	11	68
	useful	(1)	9	3	4	9	6	31
	not useful	(0)	0	0	2	3	2	7
		Total	33	16	15	23	19	106
		Mean	1.7	1.8	1.5	1.3	1.5	1.6
(g)	Study of Testbooks							
	very useful	(2)	23	16	12	16	14	81
	useful	(1)	10	1	3	8	5	27
	not useful	(0)	0	0	0	0	0	0
		Total	33	17	15	24	19	108
		Mean	1.7	1.9	1.8	1.7	1.7	1.8
(h)	Gen. Ed. Courses in Curriculum							
	very useful	(2)	3	8	2	6	2	21
	useful	(1)	22	7	7	12	13	61
	not useful	(0)	8	1	6	8	4	27
		Total	33	16	15	26	19	109
		Mean	1.0	1.3	1.2	1.3	0.8	1.1
(i)	Out-of-class Teacher Contacts							
	very useful	(2)	7	7	4	10	1	29
	useful	(1)	14	5	9	6	12	46
	not useful	(0)	7	3	1	4	4	19
		Total	28	15	14	20	17	94
		Mean	1.8	1.3	1.2	1.3	0.8	1.1
(j)	Contact with Hospital Personnel							
	very useful	(2)	7	5	2	5	4	23
	useful	(1)	20	7	7	12	7	53
	not useful	(0)	4	2	6	9	5	26
		Total	31	14	15	26	16	102
		Mean	1.1	1.2	0.7	0.8	0.9	1.0

TABLE 10 - Continued

			P	S	V	E	C	Total
(k)	Contacts with Fellow Students							
	very useful	(2)	11	8	6	11	5	41
	useful	(1)	19	7	7	12	11	56
	not useful	(0)	0	1	2	2	1	6
		Total	30	16	15	25	17	103
		Mean	1.4	1.4	1.3	1.4	1.2	1.3
(l)	Term Papers, Nursing Care Plans							
	very useful	(2)	5	7	2	7	5	26
	useful	(1)	18	8	10	15	11	62
	not useful	(0)	9	2	3	4	2	20
		Total	32	17	15	26	18	108
		Mean	0.9	1.3	0.9	1.1	1.2	1.1
(m)	Pre & Post Conf. in Clin. Fac.							
	very useful	(2)	9	11	1	8	6	35
	useful	(1)	13	5	7	11	8	44
	not useful	(0)	10	1	6	5	5	27
		Total	32	17	14	24	19	106
		Mean	1.0	1.6	0.6	1.1	1.1	1.1
(n)	Clinical Experiences (in terms of patients)							
	very useful	(2)	26	12	12	16	15	81
	useful	(1)	6	4	3	10	4	27
	not useful	(0)	1	0	0	0	0	1
		Total	33	16	15	26	19	109
		Mean	1.8	1.8	1.8	1.6	1.8	1.7
(o)	Cognitive Mapping (if experienced)							
	very useful	(2)	0	2	0	1	1	4
	useful	(1)	1	1	0	2	0	4
	not useful	(0)	0	0	2	0	1	3
		Total	1	3	2	3	2	11
		Mean	1.0	1.7	0.0	1.3	1.0	1.1

TABLE 11 - Below are some of the areas covered on your State Boards. Please indicate (1) areas in which you felt strongest, average, and weakest, and (2) whether you felt your instruction was sufficient.

TABLE 11 - Continued

			P	S	V	E	C	Total
(a)	Understood RN Role (incl.legal)							
	strong	(2)	16	7	5	5	7	40
	average	(1)	15	8	7	13	10	53
	weak	(0)	1	0	1	4	2	8
		Total	32	15	13	22	19	101
		Mean	1.5	1.5	1.3	1.0	1.3	1.3
	inst. more than sufficient	(2)	8	2	3	1	3	17
	inst. sufficient	(1)	22	13	8	16	11	70
	inst. not suffic.	(0)	2	1	3	6	5	17
		Total	32	16	14	23	19	104
		Mean	1.2	1.1	1.0	0.8	0.9	1.0
(b)	Obstetrical Nursing							
	strong	(2)	16	10	3	5	7	41
	average	(1)	15	6	6	14	10	51
	weak	(0)	2	1	5	5	2	15
		Total	33	17	14	24	19	107
		Mean	1.4	1.5	0.9	1.0	1.3	1.2
	inst. more than sufficient	(2)	10	6	1	5	3	25
	inst. sufficient	(1)	21	10	5	10	12	58
	inst. not suffic.	(0)	0	1	8	8	4	21
		Total	31	17	14	23	19	104
		Mean	1.3	1.3	0.5	0.9	0.9	1.0
(c)	Medical-Surgical Nursing							
	strong	(2)	21	8	6	9	5	49
	average	(1)	12	4	7	12	11	46
	weak	(0)	0	5	1	3	2	11
		Total	33	17	14	24	18	106
		Mean	1.6	1.2	1.4	1.2	1.2	1.4
	inst. more than sufficient	(2)	10	4	4	3	4	25
	inst. sufficient	(1)	21	8	8	13	14	64
	inst. not suffic.	(0)	2	5	2	7	0	16
		Total	33	17	14	23	18	105
		Mean	1.2	0.9	1.1	0.8	1.2	1.1

TABLE 11 - Continued

			P	S	V	E	C	Total
(d)	Pediatric Nursing							
	strong	(2)	13	10	6	4	5	38
	average	(1)	14	6	7	16	12	55
	weak	(0)	5	0	1	4	2	12
		Total	32	16	14	24	19	105
		Mean	1.2	1.6	1.4	1.0	1.2	1.2
	inst. more than sufficient	(2)	10	7	4	3	5	29
	inst. sufficient	(1)	16	9	8	16	11	60
	inst. not suffic.	(0)	4	1	2	5	3	15
		Total	30	17	14	24	19	104
		Mean	1.2	1.4	1.1	0.9	1.1	1.1
(e)	Psychiatric Nursing							
	strong	(2)	8	7	3	13	3	34
	average	(1)	13	9	8	6	9	45
	weak	(0)	12	1	3	4	6	26
		Total	33	17	14	23	18	105
		Mean	0.9	1.4	1.0	1.4	0.8	1.1
	inst. more than sufficient	(2)	1	6	6	6	3	22
	inst. sufficient	(1)	15	10	6	17	7	55
	inst. not suffic.	(0)	16	1	2	1	9	29
		Total	32	17	14	24	19	106
		Mean	0.5	1.3	1.3	1.2	0.7	0.9
(f)	Nursing Process							
	strong	(2)	6	9	3	4	2	24
	average	(1)	23	8	9	15	14	69
	weak	(0)	2	0	1	4	2	9
		Total	31	17	13	23	18	102
		Mean	1.1	1.5	1.2	1.0	1.0	1.1
	inst. more than sufficient	(2)	4	5	1	1	4	15
	inst. sufficient	(1)	20	11	10	14	9	64
	inst. not suffic.	(0)	3	0	3	8	5	19
		Total	27	16	14	23	18	98
		Mean	1.2	1.4	1.4	1.2	1.2	1.3

TABLE 11 - Continued

		P	S	C	E	C	Total
(g) Social Sciences (Psych., Soc.)							
strong	(2)	9	5	5	5	3	27
average	(1)	21	9	8	16	16	70
weak	(0)	2	0	0	0	0	2
	Total	32	14	13	21	19	99
	Mean	1.2	1.4	1.4	1.2	1.2	1.3
inst. more than sufficient	(2)	2	5	3	5	3	18
inst. sufficient	(1)	20	10	10	17	14	71
inst. not suffic.	(0)	4	0	1	1	2	8
	Total	26	15	14	23	19	97
	Mean	0.9	1.3	1.1	1.2	1.1	1.1

TABLE 12 - Age

	P	S	V	E	C	Total
Under 20	0	0	0	0	0	0
20-24	1	1	2	2	4	10
25-29	10	2	3	2	11	28
30-34	4	9	4	0	2	19
35-39	4	1	1	1	2	9
over 40	10	4	4	1	0	19
Total	29	17	14	6	19	85
Median Age	34	32	32	27	27	31

TABLE 13 - Year Graduated from RN Program

	P	S	V	E	C	Total
1981	0	4	0	1	1	6
1980	10	5	13	3	4	35
1979	2	1	0	2	5	10
1978	1	1	0	3	2	7
1977	5	1	0	2	3	11
1976	1	1	0	4	4	10
1975	4	2	0	0	0	6
1974	2	0	0	0	0	2
1973	3	1	0	0	0	4
1972	1	1	0	0	0	2
Total	29	17	13	15	19	93

TABLE 14 - Pursuit of Higher Education

	P	S	V	E	C	Total
now pursuing	9	7	4	8	10	38
not now pursuing	16	8	10	6	9	49
Total	25	15	14	14	19	87
% Pursuing	36	47	29	57	53	44
If yes, level?						
2 year	1	0	0	0	0	1
Undergraduate BSN	3	8	4	5	8	28
Undergraduate Other	2	1	3	2	2	10
Graduate Nursing	0	0	0	1	0	1
Graduate Other	4	1	0	1	0	6
Total	10	10	7	9	10	46

TABLE 15 - Continuing Education

	P	S	C	E	C	Total
How soon after graduation did you start continuing education?						
1st year	13	7	3	7	12	48
2nd year	4	2	1	4	4	15
after 3rd year	3	2	0	3	0	8
Total	20	11	10	14	16	71
Continuing education was done:						
inservice	20	5	8	10	12	55
formal education	14	6	4	6	7	37
Total	34	11	12	16	19	92
In the area of:						
medical nursing	12	1	3	4	12	32
surgical nursing	10	0	2	1	5	18
pediatrics	3	1	1	2	3	10
critical care	3	3	0	2	2	10
psychiatric	2	2	0	1	2	7
maternity	1	2	2	1	0	6
oncology	4	0	0	0	2	6
other (1 each)	1	4	3	1	0	9
Total	36	13	11	12	26	98

TABLE 16 - Summary of Comments (Suggestions for improving program)

	P	S	V	E	C	Total
More clinical time	7	1	2	6	11	27
Improve instruction (gen)	6	0	6	2	10	24
More on team leading	0	0	2	0	4	6
Improve instruction (psy.)	3	0	0	0	2	5
More basics-how to study, take tests	0	0	0	3	0	3
Too much busywork	1	0	0	0	1	2
More info on IV's	1	0	1	0	0	2
Broader Med.-Surg. content	0	1	0	1	0	2
Less time with A-V	1	0	1	0	0	2
More study groups	0	0	0	2	0	2
More on "Total Patient Care"	0	0	1	1	0	2
Better screening for admission to program	0	0	1	1	0	2
Total No. of Comments	19	2	14	16	28	79
No. of Students Comm.	18	2	10	14	17	61
% Commenting	55	12	67	52	89	55

SUMMARY AND CONCLUSIONS

This study summarizes responses to a survey of recent Nursing graduates in five district colleges, each college group to represent a specific ethnic background (with one exception, Valley College, where it was decided to have a multi-ethnic group). Responses were received from 111 students, as follows: Pierce (Anglo) - 33, Southwest (Black) - 17, Valley (Multi-ethnic) - 15, East L.A. (Hispanic) - 27, and L.A.C.C. (Asian/Pacific) - 19.

Following are some observations on the findings:

(1) 65% of the students indicated they worked while attending college. Highest % working were LACC and East L.A.; lowest Southwest.

(2) Median age of respondents (presumably at time of responding) was 31; lowest median age was at East L.A. and LACC, highest at Pierce.

(3) One third of the respondents graduated in 1980 (100% at Valley); Pierce and Southwest respondents' graduation dates went as far back as 1972, East L.A. and LACC to 1976.

(4) About one in five students (most at Valley, none at Pierce) used tutoring services. Most of those tutored felt that they were helped, especially in mathematics.

(5) Students from all five colleges agreed that repetition of topics in more than one class is necessary in all the Nursing areas, especially in Medical-Surgical Nursing.

(6) When asked to evaluate types of learning experiences, students rated study of textbooks, classroom lecture and discussion, clinical experiences, and review of classroom notes as most useful. Least useful were field trips, general education courses and contacts with hospital personnel.

(7) When asked concerning their feelings about sections of the State Boards, students indicated they felt strongest in Medical-Surgical Nursing, weakest in Psychiatric Nursing, although response differences were not great.

(8) Students felt strongly (especially at East L.A. and LACC) that more clinical time at the hospital was needed.

(9) When asked to offer written comments or suggestions for program improvement, slightly over half did so. Nine of ten LACC students responded to this invitation, only one in eight from Southwest. In their comments, students reaffirmed the need for more clinical time and offered some recommendations for classroom instruction improvement. These recommendations generally called for more lectures, less audio-visual, more on team leading, and improvement of presentations on Psychiatric Nursing.

(10) Slightly less than half the respondents are now pursuing higher education. Most "continuing education" was "inservice" training, mainly in the areas of medical and surgical nursing.

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